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Educational Television Series 1968-69

Teachers' Guide

DEPT. OF EDUCATION
HISTORICAL COLLECTION

Professional Development

Change and Challenge

Educational Television Branch
ONTARIO DEPARTMENT OF EDUCATION
1670 Bayview Avenue, Toronto 17

PROFESSIONAL DEVELOPMENT

CHANGE AND CHALLENGE

These programs are repeated from the 1967-68 series entitled: Curriculum Updating.

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GENERAL INTRODUCTION

Recent revisions to the Ontario programs of study for grades 1-6, hold to the philosophy that each child is an individual, growing at his own rate to physical, spiritual and intellectual adulthood. Children are prepared by the teacher for a world in which knowledge is constantly unfolding and change is taking place at an accelerated pace. The teacher's role has progressed from that of being a guardian of a body of knowledge to that of tutor, counsellor and co-seeker for ways of growing through education.

In this Professional Development series, we see examples of children and teachers searching for more effective ways of learning. Resource specialists explore the psychological and empirical bases for an approach to learning which involves children in finding out, in discovery. Children are seen at work, planning their own activities in association with their teachers. Teachers speak frankly of their early apprehensions and of how these were overcome as they gained experience in new ways of working with children. They explain how their pre-planning has changed, and of how they have found anecdotal records useful in evaluating each child's progress and reporting this progress to parents.

This series was developed for broadcast during the 1967-68 broadcasting season. The educational issues discussed and illustrated during the programs remain as topics of continuing concern. It is felt therefore that a re-broadcast of most of the programs in the series would serve a useful purpose.

For more information regarding these programs please contact the local ETV Coordinator at the following Regional Offices:

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1670 Bayview Ave.,
Toronto 17

Region 1

William Gibben (based in Kenora)
P.O. Box 99, Kenora
(or available through the Port Arthur Regional Office)
News Chronicle Building,
Port Arthur

Regions 2 and 3

Donald Kelly, (based in Sudbury)
1349 Lasalle Blvd.
Sudbury

Regions 4 and 5

(some assistance in regions 6 and 7)
Earl Knickerbocker (based in London Regional Office)
1137 Western Rd.,
London

Regions 6, 7 and 8

Dean Culliford (based in Toronto, Region 8)
29 Gervais Dr.,
Don Mills

Region 9

(some assistance in Region 10)
Ross Johnson (based in Kingston Regional Office)
1082 Princess Street,
Kingston, Ontario.

Region 10 and bilingual areas

Jean Léveillé (based in Ottawa Regional Office)
1825 Woodward Drive,
Ottawa 5

PROGRAM 1

TEACHING AND LEARNING, PART 1

This is the first of a group of three programs illustrating a number of teaching situations and principles which are discussed by the two resource specialists in their introductory remarks – Mrs. Ada Schermann, Institute of Child Study, and Mr. John McInnes, Ontario Institute for Studies in Education.

PROGRAM CONTENT

The introductory remarks lead into videotaped examples filmed in a kindergarten class. From time to time, the classroom soundtrack is faded into the background, so that one of the resource persons can make a point or underline a particular element of the learning or teaching process which is illustrated. The concluding remarks lead into the second such study for part two in the next program.

POINTS OF EMPHASIS

– The imaginative tone of the session contributes to the development and maintenance of the child's curiosity. The child is the discoverer, explorer and experimenter. The teacher is a dynamic exponent of the learning process, varying the stimuli, assuring the child's attention and providing reinforcement where necessary.

- One of the teacher's important functions is putting words to experience. Words are important to children to enable them to *use* their experiences.
- The idea of learning through all the senses is emphasized. The teacher fosters curiosity and encourages the children to discover for themselves.
- Stimuli are at hand on a table.
- The teacher lets children make mistakes as an essential part of the learning experience.
- It is not enough that the teacher merely provide the stimuli, but she must also ensure that the children attend to the stimuli that are provided. Novelty is a powerful factor. Children learn of differences before they become aware of similarities.
- The teacher does not simply sit back, hoping that discovery will happen, but she plays an active role.
- Through music, the children become involved with language, number, relationships, concrete to abstract propositions, differences to similarities. It helped the child to make factual generalizations. In terms of reinforcement, the teacher does not praise a child for success as much as for the successful use of a *skill.*

PROGRAM 2

TEACHING AND LEARNING, PART 2

This program illustrates further how children learn in a variety of ways and at varying rates in situations where they are free to explore.

PROGRAM CONTENT

Selected sequences of child activity illustrate the purpose of the program, with comments over illustrations and a summation of the key points.

POINTS OF EMPHASIS

- There are many ways of learning. Children must be taught how to learn. The child needs many response opportunities, availability of materials and flexibility in his environment.
- An example of rote learning is seen in the "singing together" period.
- The individualizing of instruction allows the child to proceed at his own pace.
- The ebb, and flow and free re-forming of groups afford the right environment for natural, spontaneous learning.
- It is often possible to bring experience into the classroom.
- Observation is stressed as a means of gathering information.
- The children's impressions are changed into language, a prerequisite for reading. Oral skills and group discussion about common themes precede more abstract work with symbols.
- Young children use apparatus in their mathematics' periods. Manipulation is important as an aid to enquiry at this stage of their development.
- The provision of materials does not, of itself, ensure learning. Teacher-guided activity and an opportunity to talk while working are often aids to learning.
- Children use language to aid discovery.
- Competence motivation, manipulation motivation (fiddling) and achievement motivation all seem to be linked at this age level.
- Giftedness is revealed best under the conditions of the "open curriculum". The child as producer will spontaneously show what special motivations he has and what skills he may possess.

PROGRAM 3

TEACHING AND LEARNING, PART 3

In association with program two, this program illustrates the spiral nature of the learning process as reflected in a group of children approximately ten years old.

PROGRAM CONTENT

On-camera introductory remarks lead into illustrative teaching with comments by resource specialists.

POINTS OF EMPHASIS

- Repetition is an essential part of learning.
- A topic must be introduced in different ways for review and recapitulation. Children are interested first in the concrete, and then in relationships. The child gradually begins to reflect on what he has learned and how he will use it – hence the new element *evaluation.*
- The teacher simultaneously performs many functions in a review period; checks the children's recall, re-assesses their knowledge, and decides how far to go, how much to provide in order to help them to make their own generalizations.
- Class divides into groups for rhythmic clapping – an opportunity for exploring possibilities.
- The teacher moves the children from simple to more complex patterns. She involves the children in symbolization.
- Handling instruments must be done the proper way. The children also move from imprecise to precise terminology.
- In discussing instruments of the orchestra, older children are concerned with *differences* and *classification* according to qualities.
- Children are taught to discover gaps in knowledge, recall previous learnings, test the validity of what they have learned, and fix new learnings.
- From *air* as a medium, the discussion moves to *water* as a medium. The teacher clarifies imprecise responses to promote understanding.
- An open curriculum moves from one point to another because the children determine the possibilities, e.g. discussion of voice box. A variety of aids, including text books, are used as resources.
- Such an open approach to curriculum calls for more ingenuity on the part of the teacher. He is free to experiment. Enjoyment of teaching breeds a classroom atmosphere in which enthusiasm for learning is contagious.
- The Interim Revisions P1, J1 are not a

final revision of any earlier version of the Course of Studies. Constant revision, redefinition and restatement of aims will be necessary as we gain new understandings about how children grow and learn and as knowledge of content is modified and expanded.

PROGRAM 4

A LOOK AT THE LEARNING

This program is conceived as a justification of an approach to learning which proposes that goals which satisfy the child as an individual at his present stage of development, with his present needs and interests, if achieved today, will help him take his place in tomorrow's world.

PROGRAM CONTENT

With some on-camera elaboration by the program host of some educational concepts contained in the up-dated curriculum bulletins, the program includes illustrative scenes with voice-over commentary.

POINTS OF EMPHASIS

- Maturity is not synonymous with adulthood. A child can be mature for his age.
- Adulthood does not imply the end of education.
- Teachers should be intellectually honest, confronting children with a variety of points of view at appropriate levels, in an atmosphere of respect, kindness, love and wisdom.
- While teachers need to be informed, they need never pretend to know all the answers.
- Mechanical aids can help free the teacher to do more work with individual children and small groups.
- The curriculum must be flexible.
- The gradual abandonment of external examinations places the responsibility for evaluation on the teacher and on the child himself.
- Subjective assessments based on professional judgment in the final analysis are just as reliable as most objective assessments.
- Teachers should continually study their own criteria for evaluating and reporting pupil progress. This entails self-appraisal and continual examination of goals in the light of personal experience and professional literature.
- In-service seminars and workshops will become increasingly important, as courses of study are subject to continuous modification. The norm is change.
- In progressing through school from kindergarten, a child's feelings of adequacy and self-respect will be encouraged. He needs to experience success and learn to cope with failure.
- Caring for things develops his sense of responsibility.
- Through interaction with others, a child learns social values and skills.
- Coordination of the large muscles is developed into delicate coordination of hand and eye.
- Children learn an appreciation and use of a wide variety of materials and equipment. Greater freedom does not, however, licence carelessness.
- Young children *can* engage in planning at their own level with teacher guidance.
- The search for meaning will lead children to books and other sources of information. Personal desire to know fosters readiness.
- Children's conversation while working is likely to be relevant to their goals.
- Satisfaction results from routines which serve a purpose the child understands and which he had helped to plan.
- Individual skills will still be mastered individually. Practice must *follow* understanding to be meaningful.
- There are optimum working arrangements which produce the best results. Individual work and teacher/child tutorial relationships are best for some of the basic skill tasks. The small group is appropriate for planning and research. The whole class is an appropriate group for certain other activities.
- Children's work should always be evaluated with the child present.
- Teachers should spend time out in the world if their classrooms are to reflect it. This is one form of preparation for teaching.
- Homework in the lower grades deprives children of their childhood. Work produced as a result of their interest at home and at school is re-creative.
- We are concerned with the welfare of children, rather than with the artificial expectations of adult society.
- The commercial world is using the fact that entry to the mind is by way of all the senses. We can use the same principle to give depth, meaning, perspective and form to the many impressions that assail the growing child.

PROGRAM 5

THE BEGINNING

Today's program presents two teachers. Each in her own way has moved away from the more traditional methods and is bringing to the classroom the benefit of her particular skills, abilities and talents.

PROGRAM CONTENT

Animal care and conservation is the basis for learning for a Grade five group of urban children. Over scenes televised in her class, the teacher explains what is going on and tells why she uses this approach. A similar presentation of the work of a Grade one class is shown. Many of the children have never been in the country so the teacher brings the farm to them.

POINTS OF EMPHASIS

- Each teacher brings what she has to bring to children whom she accepts as she finds them. Older buildings do not constitute a barrier to creative work.
- Children involve parents in the work of the school by taking animals home on weekends and holidays.
- Children are helped not to feel guilt if animals die while in their care.
- Conservation proved to be the bridge between the real world of animals and the abstract world of ideas. Social responsibility was one outcome.

- The primary teacher illustrates the use of a variety of teacher-prepared aids to motivate learning. Lack of time prevented an elaboration of the values *and* limitations of such aids — a useful topic for staff room discussions.
- Both teachers illustrate a blend of formal and informal classroom learning experience.

PROGRAM 6

GROUPS AT WORK

The general aim of this program is to observe methods of pupil/teacher planning.

PROGRAM CONTENT

The program begins with a videotaped visit to a Grade one class and uses a voice-over and on-camera interview to highlight planning.

POINTS OF EMPHASIS

- The children are frank in their criticism which is given in a constructive spirit. They know one another well enough to accept criticism in the spirit in which it is given.
- The children are articulate and confident.
- The availability of kittens provides the opportunity for a unit of study.
- In full-class preparation at the blackboard, the children seem to be totally involved.
- The teacher proceeds from the known to the unknown.
- When the children break up into groups, not all pursue the kitten theme.
- The children behave quite normally, jostling one another when they become excited.
- The children know their classroom. They help to arrange it.
- The planning together is a skill that must be learned. Experience in doing it with the teacher helps result in greater skill as time passes.
- Building good work habits is not automatic. Frequent evaluation sessions help develop better ways of working informally.
- Some children take longer to get started on *production* than others.
- Ideas come to some more readily than to others.
- Regrouping occurs especially among the younger children, until they have found what they want to do.
- Understanding children, past experience and a knowledge of what preceded and what will follow, help a teacher to determine what learnings are important in any one year.
- The physical re-arrangement of a room is a continuing thing. Function must serve purpose.
- Planning is often done at the end of the day when everyone is still involved in what needs doing next. Then a quick review in the morning starts the day quickly.
- The teacher's main task is to understand each individual child.
- When children acquire the freedom to evaluate one another's work, they may need help to learn to take the responsibility of being constructive and fair.
- Not every presentation calls for group evaluation. Situations and individuals involved are determining factors.
- Periodic backward looks, at the day, or at a whole week's work, are useful.

PROGRAM 7

PLANNING AND CLASSROOM ORGANIZATION FOR EXPERIENCE LEARNING

In this program, we take a look at teachers' planning and classroom organization in many centres.

PROGRAM CONTENT

This program shows planning with Grade four and five classes and on-camera statements of educational implications. Development of the *Unit of Study* approach is also discussed. We hear teachers' comments on the nature of discovery and plans for a field trip.

POINTS OF EMPHASIS

- The teachers are trying out ways of involving children in planning.
- The timetable is meant to serve the children's interests.
- Old patterns must not be replaced by new formats. There should be no static patterns. Decisions are made in the light of principles which apply to the particular situation.
- The need for on-the-spot assessment and evaluation assumes new importance.
- Restatement of the spiral nature of the learning process.
- All teaching should help children produce an integrated, correlated output from an input of random, unorganized facts and experiences.
- The product of a teacher's pre-planning is often known as a *resource unit.*
- In selecting a study topic consider children's age; maturity; interests and previous experiences; and the availability of resources.
- In pre-planning, develop a list of resource people, possible interviewees, guest speakers, places to visit. Look for materials to help children.
- Specific objectives must be formulated, in terms of observable behaviours to be anticipated from the children. (See Appendix A)
- The discovery approach seeks to develop attitudes, skills and understandings.
- Records kept on individual children soon grow into useful instruments as a basis for reporting and counselling.
- Self-rating charts for children should be developed by children. (See Appendix B)
- Anecdotal records make possible more individual teaching, learning, assessment, reporting, and diagnosis of weaknesses before they reach serious proportions.
- The complexity of *research* of which children become capable, is illustrated.

- Every unit of study will have four phases; gathering, sharing, reporting and evaluating. *Content* is essential to the process.
- The *process* is a skill to be used over and over in other situations.
- Helping children to accept freedom is a gradual process. Being able to give freedom to children is also learned.
- The hitherto formal daybook is becoming a more flexible planning instrument.
- The teacher must feel secure within himself to work in this way.

PROGRAM 8

EVALUATING, REPORTING AND ORGANIZING FOR TRANSITION

The purpose of this program is to include self-evaluation, teacher evaluation, reporting to parents, and a brief summary statement of how a community is involved in change.

PROGRAM CONTENT

This program reviews the importance of self-evaluation by pupils, and ways of collecting data for teacher evaluation and reporting to parents. It also includes some parental reactions to school programs which involve children more deeply in finding out for themselves. It points out, in a summary statement, the importance of an informed community interested in supporting changes which they understand.

POINTS OF EMPHASIS

- The beginnings of self evaluation
- Anecdotal report cards
- Evaluating children's progress
- The dangers of attempting to measure a child's progress numerically
- The importance of teacher-parent conferences
- The importance of the availability of professional resources and an informed community
- Supporting innovation with the necessary resources

APPENDIX A

Examples of teacher evaluation instruments in the areas of attitudes and skills. (Evaluation instruments in the area of understandings must be designed to the particular content)

BEHAVIOUR REFLECTING ATTITUDES

	Usually	Seldom
Is sensitive to needs and problems of others.		
Helps others meet needs and solve problems.		
Accepts suggestions.		
Makes constructive suggestions.		
Respects the property of others.		
Follows group plans and decisions.		
Shares his ideas and materials willingly.		
Works courteously and happily with others.		
Gives encouragement to others.		
Enjoys group work.		
Thanks others for help.		
Expresses appreciation for contribution of others.		

BEHAVIOR REFLECTING SKILLS

	Usually	Seldom
Locates sources of information.		
Uses the table of contents and index.		
Uses encyclopedia effectively.		
Takes notes related to topics under study.		
Uses point notes and outline form.		
Organizes information from several sources.		
Arranges ideas in good order.		
Participates in discussion.		
Presents oral reports clearly.		
Distinguishes facts from opinions.		
Detects discrepancies.		

APPENDIX B

Example of a child's self-evaluation instrument in the area of attitudes, phrased in language the child would normally use.

WORKING WELL WITH OTHERS

	Usually	Seldom
How often do you do each item listed below?		
1. I stick to the job until it is finished.		
2. I take part in many different activities.		
3. I work with almost everyone in the class agreeably.		
4. I am eager to try out new ideas to work on new problems.		
5. I share materials with others.		
6. I help set up plans and directions and follow them.		
7. I work happily without grumbling or losing my temper.		
8. When my group makes a decision with which I disagree, I co-operate even if I don't change my mind.		
9. I consider the rights of others.		
10. I use good manners.		

PROFESSIONAL DEVELOPMENT – CHANGE AND CHALLENGE

8 programs, 30 minutes each

Prog. No.	CBC 9:00-9:30	CHCH 9:50-10:20	CKCO 9:20-9:50	CJOH 12:20-12:50	CBOT 9:00-9:30	CKLW 9:00-9:30
1	APR. 12	APR. 12 10:00-10:30	APR. 26 – 9:30-10:00	APR. 26 – 12:30-1:00	same dates as CBC	same dates as CBC
2	APR. 19	APR. 19 10:00-10:30	MAY 3 – 9:30-10:00	MAY 3 – 12:30-1:00		
3	APR. 26	APR. 26	MAY 10	MAY 10		
4	MAY 3	MAY 3	MAY 17	MAY 17		
5	MAY 10	MAY 10	MAY 24	MAY 24		
6	MAY 17	MAY 17	MAY 31	MAY 31		
7	MAY 24	MAY 24				
8	MAY 31	MAY 31				

CHANGE AND CHALLENGE